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ABSTRACT

These proceedings contain the texts of the following papers: "Relationship of the Governor's Employment and Training Council to Vocational Education and Economic Development" by George Merrill; "How to Manage Vocational Programs to Meet Industrial Needs" by John R. Nauright; "County Connections: The Montgomery County Experience" by Ionna T. Morfessis; "County Connections: Baltimore City Panel Summary" by Bernard L. Berkowitz; "Baltimore City Economic Development: A View from the Community College of Baltimore" by E. S. Inocencio; "How Vocational Education in Baltimore Fulfills a Role in Economic Development" by Lloyd M. Alston; "County Connections: The Garrett/Allegany Counties Economic Development Panel" by J. Kenneth Bittinger; "The Role of Vocational-Technical Education in Economic Development" by Addison S. Hobbs; and "Education and Economic Development" by James D. Tschechtelin. Also included in the proceedings are notes taken by Lynne M. Gilli during Joseph Fisher's delivery of a conference paper entitled "Economic Development--What It Is and Isn't" (the actual text of which was not provided) and an evaluation of the conference. Appendixes to the proceedings include the conference agenda, the instrument used to evaluate the conference, and a discussion of a special cracker-barrel session held during the conference. (MN)

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# Proceedings of the

# MARYLAND VOCATIONAL ADMINISTRATORS' CONFERENCE

THEME: CONNECTING VOCATIONAL EDUCATION

WITH ECONOMIC DEVELOPMENT

U.S. DEPARTMENT OF EDUCATION
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Editor: Dr. Angelo C. Gilli, Sr.

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Maryland State Department of Education

Fall 1983

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# CONNECTING VOCATIONAL EDUCATION WITH ECONOMIC DEVELOPMENT

Maryland Vocational Administrator's Conferences

Fall 1983

Edited by: Angelo C. Gilli, Sr.
DVTE/MSDE

February 1984

## Foreword

The success of this event depended heavily upon the cooperative efforts of people representing secondary and postsecondary educational institutions, county economic development agencies, businesses, and industries throughout the State of Maryland. As evidenced by the variety of concerns addressed in the agenda, this conference has gained the support and interest of numerous groups. On behalf of the Division of Vocational-Technical Education of the Maryland State Department of Education, I would like to express my personal thanks to the educators, economic developers, and employers for their participation in this event.

Dr. Addison S. Hobbs
Assistant Superintendent
Division of Vocational-Technical Education
Maryland State Department of Education

Acknowledgements

The editor wishes to thank those who took the time to write papers and descriptions of conference activities, which in turn were included herein. Special thanks is offered to Norma Eminizer for her patience and diligence in monitoring this manuscript through the word processing stages, on to the printer, and finally to its distribution. Errors contained in this work should be attributed to the editor.

## Contents

Connecting Vocational Education with Economic Development


Foreword . . . . . i

Introduction . . . . . 1

Objectives . . . . . 4

Presentations

Economic Development--What It Is and Isn't . . . . . 6

Relationships of the Governor's Employment and Training Council to Vocational Education and Economic Development 13

How to Manage Vocational Programs to Meet Industrial Needs 21

County Connections: The Montgomery Experience . . . . . 26

County Connections: Baltimore City Panel Summary . . . . 30

Baltimore City Economic Development: A View from the Community College of Baltimore . . . . . 32

How Vocational Education in Baltimore Fulfills a Role in Economic Development . . . . . 36

County Connections: The Garrett/Allegany Counties Economic Development Panel . . . . . 45

The Role of Vocational-Technical Education in Economic Development . . . . . 47

Education and Economic Development . . . . . 50

The Planning Committee . . . . . 54

The County Connections . . . . . 56

Evaluation . . . . . 58

Overview: Some Demographics . . . . . 58

Analysis . . . . . 58

Appendices . . . . . 68

Appendix A: Agenda. . . . . 69

Appendix B: Conference Evaluation . . . . . 80

Appendix C: Cracker Barrel Sessions . . . . . 86

## Introduction

The Maryland Vocational Administrator's Conference of Fall 1983 is the third event under the directorship of this coordinator. It is hoped that this bi-annual activity will continue for a long time.

This series is a mechanism in which an important component in the State Plan for Vocational Education is addressed: The provision of inservice professional development activities to improve local vocational administrators' abilities to administer vocational programs. The theme of each bi-annual two-day activity is derived from several important sources: (1) a planning committee; (2) views expressed by participants in preceeding conferences; (3) advice from the State Advisory Council on Vocational Education, County Directors of Economic Development, and other groups interested in improving vocational education.

The theme for the event reported here, "Connecting Vocational Education with Economic Development", emerged out of several meetings with the planning committee and several resource people. The resource individuals were carefully chosen for their dual interests in economic development and vocational education. In order to fully utilize their expertise in both areas, they were asked to join the planning committee.

This event marks the first time that a substantial number of the participants were economic directors and business/industry

leaders. Acting upon the recommendations of the planning committee, this coordinator proceeded to extend invitations to the economic development directors of all counties in Maryland, and more than ten selected business/industrial leaders. The result was a rather interesting mix of several groups; these were:

1) Economic Development Directors;
2) Business/Industrial leaders;
3) LEA Vocational Program Directors;
4) Two year college occupational deans;
5) Selected state agencies personnel.

Realizing the diversity, interests, and expertise of the participants, an agenda was carefully designed to provide learning opportunities for members of each group. The evaluation section of this report indicates the extent to which this was achieved.

Many persons contributed to the translation of ideas into reality through the two day conference. Chief among them were members of the planning committee (whose names appear in a later section), presenters and their hosts (listed in the agenda), and others. Suffice it to say that the final product reflects what is felt to be a sampling of the best ideas of many talented individuals.

A constant concern of individuals who organize professional development type conferences is their perceived value to the participants, and their impact resulting from these efforts. An

evaluation instrument, comprised of 44 items, nine of which were viewed in three dimensions, was designed. A section describing the instrument and its administration, and analysis of the data, is included in this report. Also provided are: (1) comments offered by the respondents on the evaluation form; (2) comments made by participants who have already utilized information and contacts from the conference in their jobs. A follow-up impact assessment will be conducted later in 1984.

The appendix of the report contains copies of the evaluation instrument and selected statistical backup tables for the statistical analysis.

## Objectives

1. To provide useful information that would enable the participants to identify important factors associated with relationships between vocational education and economic development.
2. To provide participants with opportunities to exchange ideas and viewpoints on relationships between vocational education and economic development.
3. To provide participants with guidelines and approaches relative to vocational education and economic development that are usable to them in their present positions.
4. To provide a mechanism through which state agency persons, economic development individuals, two year college vocational education, and LEA vocational directors could meet and find commonalities through which they could work together in the future.

Presentations

## Economic Development -- What It Is and Isn't?

Editor's Note: This topic was addressed by Joseph Fisher, Vice President of the National Allisnce for Business. Mr. Fisher did not provide a paper on his presentations, and the following, written by the editor, is based upon notes taken by Dr. Lynne M. Gilli.

The overall purpose of economic development is to get business and commerce more involved in employment and training. Mechanisms that have been and can be utilized toward this end include vocational education, JTPA, EEA, CETA, and proprietary schools. The major purpose of these and other programs is to train people for jobs.

Mr. Fisher pointed out the importance of effectively coordinating job development with job training programs; of equal importance is coordination of economic development and employee training programs. Some major problems exist in the pursuit of these efforts. A major difficulty is that, while both sides are willing to cooperate, practitioners of Employment and Training and vocational education, lack knowledge of what the other has done. Mr. Fisher labeled this the "us and them" dichotomy.

The question "What is Economic Development?" was posed by the speaker. He then responded by stating that different answers could be offered, depending on who was asked. Mr. Fisher offered

the following definition: the use of public (not government) resources to stimulate private investment. Examples of resources included Chambers of Commerce, city-regional-state zoning authorities, and the provision of time and personnel by public agencies.

Stressed by Mr. Fisher was that economic development is not the same as economic growth. Economic development is intervention in the natural flow of the economy that results in its growth and more people being employed. Practitioners make economic development happen, whereas economic growth is more or less a natural happening.

Good economic development is enhanced by knowing financial and legal incentives by professionals who work at economic development. Various partnership can be made, such as public/private and public/public, education/economic development; all of which work together to influence the private sector.

Mr. Fisher asked why scarce public resources should be used to stimulate the private sector. He offered the following reasons for doing so:

a) to increase jobs;

b) to increase the tax base;

c) for diversification of local economies (to minimize cyclical swings and reduce dependence upon one or two major industries);

d) to manage growth;

e) to insure efficient use of scarce land; and

f) to improve quality of life.

How can this be accomplished? His reply was through public/private partnerships and planning. Economic developers, vocational educators and employment and training representives should become involved. The public/private part of the effort should seek to improve the ways in which they coordinate and cooperate. An important point is that most everything is negotiable, all parties should meet the others half way, and the effort should be viewed as a win/win situation for all those involved.

The planning aspects of economic development require some trade-offs, as all sectors of the community cannot be equally pleased. Questions concerning where rebuilding should take place must be addressed. Should main efforts be directed toward rebuilding downtown, rehabilitating a ghetto area, or developing an industrial park? Vocational educators, in order to be most helpful, must find out what the economic developers have in mind, and based upon this knowledge, plan for cooperation.

A third mechanism used in economic development involves real estate manipulations. Mr. Fisher stated that 65% of all economic development deals (which together encompass land, labor

and capital) deal with real estate. Land is controlled for use of private investments. The land involvement deals involve such things as:

a) assembly of parcels into usable space; this includes improvement of land for development; also write-down of land (selling land for a loss, and absorbing it in the budget) was a technique of urban renewal used through the 1950's;

b) land banking, where a sizeable portion of land is kept on hand to be sold, and these proceeds are used to buy more land;

c) improvement of land to make it more attractive. Included would be a reduction or waiver of taxes, according to the usuage sought by the developer (real estate tax reduction and/or abatement). This method manipulates taxes to encourage private investment. State government can assist in this equalization process.

Another device utilized by economic developers in some places is the manipulation of zoning and building codes. And a final device available for use is the incorportation of real estate market improvement, which makes it easy for people to invest.

There are a number of financial incentives that would enhance enconomic development. Mr. Fisher indicated that the public thinking on this issue has changed in the past decade. Reasons

for this include several facts that are recognized as being important: 1) about 65 percent of all newly created jobs are found in smaller businesses; 2) many small businesses find it almost impossible to obtain financing on their own. In response to this difficulty, public financing incentive programs have been put together as community economic development efforts. Such programs can help to reduce the lenders' risks by offering mechanisms like guarantees, loan pools, subordinated loans, public loans, and special lease arrangements. Other financial programs can serve to reduce the monthly payments for new businesses through devices that include extended payment schedules, balloon payments, variable interest rates, and payments based on earnings.

Also available in some places are programs that reduce the rate of interest; these include such mechanics as public loans, interest subsidies, special industrial revenue bonds (at no interest or tax free interest). Other incentives that have been offered by some regions and communities to attract (or keep) businesses are tax reductions, and provision of equity or venture capital.

Economic developers also have become involved in activities that improve the business climate of the area, and offer various forms of technical assistance. Some economic development groups have engaged in enterprise development (i.e. actually start businesses).

How is economic development paid for? Most of the resources are private, although some public funds do go into the effort in

many places. In some cases, economic developers use small amounts of public money to encourage banks to provide twice as much funding (or more). Mr. Fisher noted that 85% of the public funds are generated locally.

There are a number of federal development programs. The major ones include: the Economic Development Administration, the office of Housing and Urban Development (community development block grant and urban development action grants), the Small Business Administration, and the Federal Housing Administration.

Getting Economic Developers and Employment Trainers Together.

The benefits to the employment and training programs leaders could include:

a) obtaining information about new jobs;

b) gaining access to new jobs;

c) enabling training to become more relevant;

d) improving their community images;

e) obtaining better leverage use of finances;

f) influencing local economic development;

g) building a constituency for employment and training groups.

## How Can Economic Development and Vocational Education (and other trainers) Be Linked?

Mr. Fisher offered a number of suggestions. Some of them were:

1. Establish a climate (make it known that economic development is deemed desirable). Obtain active involvement from elected officials, leaders of the business community, C.B.O.'s, Labor Organizations, and other groups. The story of what economic development is and what it can do for the community must be publicized.
2. Improve communications with sundry boards and committees. Provide staff training meetings. Serve as brokers between other groups. Engage in joint planning between vocational educators, economic developers, business/industry leaders/and other community groups.
3. Develop programs to respond to the needs of the community regarding economic development concerns.

Mr. Fisher suggested that hiring agreements should be established. These can serve as incentives to those who will eventually hire the persons being trained. Such agreements can be viewed as fair exchange between the community and business/industrial concerns. Another invaluable source would be for schools to have the ability to quickly set up specialized training sessions to meet the immediate needs of employers.

Relationship of the Governor's Employment and Training Council to Vocational Education and Economic Development.*

by

George Merrill, Executive Director
Governor's Employment and Training Council

Henry Ford was a very smart man.

I know that because he was rich. I also know that because he invented something which has had a lasting effect on modern American life.

You probably think I'm talking about the automobile; but I'm not. Henry Ford didn't invent the automobile; but he did invent a process for making more cars in less time and at less cost than anyone thought possible.

The crucial ingredient to this invention of Henry Ford's was specialization. Instead of having one worker put together the whole car, he divided his workers up by task, so that he had steering wheel people ... and brake people ... and exhaust pipe people.

I think he even had special workers to make sure that the water pump would malfunction the day after the warranty expired, but I'm not sure.

Now, everyone else in America saw the great wealth that came to Henry Ford because of his invention, and they were filled with

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*Dr. Merrill was the after dinner speaker on October 11.

great awe. And because everyone wanted to be just like Henry Ford --namely rich--they set out to copy his invention.

And so we sit here today, a room full of specialists. We know a lot about our own areas, and we depend on others to take care of theirs.

We have economic development persons who worry about marketing strategies, IRB's, and other financial incentives, and where to take the corporate decision-maker to dinner so he'll be 9ut in just the right mood when it comes to deal-making.

And we also have vocational educators, who know a lot about curriculum design, job skill specifications, and teaching techniques for turning a bunch of young and inexperienced kids into printers, or computer operators, or high-tech genetic whatismakers.

I'm not knocking specialization. It's worked almost as well for us as it did for Henry Ford. Almost--but not quite.

For one thing, we're not rich yet.

But there are other problems too.

Let me ask you to bear with me a little more as I oversimplify to continue with my Henry Ford analogy. Let me assert, for the time being, that all of us here work to produce a common product--employment for our citizens.

You have other goals, I realize--educators want to develop the "whole person," economic developers may be interested in land

use or growth management. But employment has got to be one of the most important--if not the most important--goal which we all work toward.

And well it should be. One of the rock-bottom values in our culture is that everyone is better off economically, socially, and psychologically if they can support themselves by dint of their own labor. And when something happens to prevent that, we all get pretty upset--just ask your colleagues from Hagerstown.

So, to produce our end product--employment--we have done what Henry Ford did--we have specialized. And it's worked to a certain extent.

But now the challenges are greater and it's more difficult to meet our production goals than it was 15 to 20 years ago.

-- Many of our businesses are going overseas;

-- Other states and localities are competing vigorously for the same businesses we are;

-- Technology is causing the occupational skills which employers seek to change rapidly from year to year, making it harder to produce a work force which can meet employers' current demands;

-- Technology also threatens to reduce the number of workers needed--although that threat may not prove as drastic as some now fear;

-- And the rate of technological change has increased the cost prohibitively of purchasing and maintaining up-to-date equipment to use for training workers.

We must face all these challenges with fewer resources than we had before. To do so, I submit to you that while we must maintain our specialities and pursue our separate tasks as best we can, the time has come to take a new look at what we do.

-- To ensure that we are using all our resources to the best advantage;

-- To ensure that we're not duplicating efforts;

-- To ensure that we're not working at cross purposes;

-- To ensure that we're putting all our talents, efforts, and resources to use in the most efficient and effective way to produce the product we all seek.

I'm not equipped to tell you exactly how to do that. But let me make some suggestions.

Economic Developers: Find out what skills are being developed in the various education and training programs in your area. Give the program planners your insights on the labor market demands you foresee. Seek flexible programming that can respond quickly to changing circumstances.

Vocational Educators: Look at ways to make your programming more flexible. Make your dollars go further by pooling your resources with other education and training agencies in your areas, including community colleges or JTPA-funded programs. Develop cooperative arrangements under which adult trainees might use your facilities at night and on weekends, while you send your students to training classes conducted elsewhere. Share information and plans with your private industry councils, your economic development agencies, and your community colleges, to ensure non-duplication and best results.

If you do, we will all benefit. If you don't, we will all continue to suffer the results of fragmented and uncoordinated efforts.

Which brings me back to my analogy to Henry Ford.

In our rush to mimic Ford's specialization techniques, we have often overlooked another critical ingredient to his success--a monitor to oversee the process. I can't say for sure, because I wasn't there, but I would be willing to bet that in every Ford factory there was someone overseeing the entire production line, making sure the parts fit together and that the end product was indeed an automobile.

To date, we in the employment field have not had someone to fill this oversight and monitoring role. We have all the

specialists--and generally good ones, too--but no one to pull the whole process together.

And with all due modesty, let me suggest that that is the role of the Governor's Employment and Training Council. See how adroitly I worked in the plug?

You may not have heard much about the council, so let me acquaint you:

-- It was created last April;

-- It has 38 seats;

-- One third of which must be filled by private sector representatives;

-- One fifth of which must be state government representatives;

-- One fifth must be local government representatives; and

-- One fifth must represent labor, community-based organizations and local education agencies.

-- The council is chaired by George Bunting, President and CEO of Noxell Corporation, and has as members a number of top business leaders.

-- Other members include four state cabinet secretaries and a county executive.

The council was created under both the federal and the state Job Training Partnership Acts (JTPA) but its scope goes beyond the JTPA programs. We are not a JTPA Advisory Council. We are not a Department of Employment and Training (DET) Advisory Council.

Let me read from the law one section describing the council's mission:

> To "identify...the employment and training and vocational education needs throughout the state, and assess the extent to which employment and training, vocational education, economic development, and other federal, state, and local programs and services represent a consistent, integrated, and coordinated approach to meet such needs."

So far, you haven't heard much from the council, because during the last six months most of our time has been consumed in putting together the nuts and bolts to get JTPA up and running. Now, thanks to the hard work of council members and the Department of Employment and Training, and the local Private Industry Council (PIC's) and their staffs, most of that work is done. Maryland did what it had to do on time, and we can be proud of that. There are some states who can't make that boast.

But with that work behind us, we are ready now to get on with our broader responsibilities. Later this month, I expect the council to organize its future efforts around six priority areas, including vocational education and economic development.

Our goal will be to examine these areas in depth, to determine how well services delivered by various groups are intregrated, to see if there are ways that different programs might be helped to work more efficiently together, and with

employers--

in short, to see if we can find ways to produce our product--employment--more efficiently within available resources.

Our audience will be broad--governors, legislators, and/or anyone who will listen. Our role will be to draw attention to problems and push for solutions.

I don't know yet exactly how the council will proceed in carrying out these tasks, but I do know that we will need all the expert help we can get. We will be calling on you, from time to time, and I encourage you to share your wisdom, and your experience, and your views with us.

In fact, don't wait for us to call you. Let us know now what you're thinking.

Pitch in--in every way you can--to make Maryland's employment efforts as productive and beneficial as they can be. We will all benefit.

Thank you.

How to Manage Vocational Programs to Meet Industrial Needs*

by

Dr. John R. Nauright, Jr., Director

Westside Skill Center (Baltimore)

The question of relating vocational programs to industrial needs arises because often we are perceived as providing a product, take it or leave it, whether this product is a machinist, a printer or whatever. However, our real purpose is not so much preparing a product, but to prepare students for employment and help them to find such employment. We have a second related obligation, which is to assist in improving the overall economic climate of the area we serve. If we are to meet both of these obligations, we need graduates who have skills needed by business and industry; after all, the obligation of business and industry is to make money. If we recognize this need and provide the employees that are required, we are assisting both our students and the consumer with the skills of those students.

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*Dr. Nauright's presentation was part of a panel offering on the topic "The Private Sector Perspective on Vocational Education as an Economic Development Tool" (Chaired by David Winstead, Executive Director of the Washington-Baltimore Regional Association).

To provide graduates who have the skills needed by business and industry, we at Westside Skill Center have designed the maximum amount of flexibility into our program. We use a competency based individualized mode of instruction. The student progresses at his/her own rate to master skills (competencies) identified as essential to the job being prepared for. These competencies, in so far as possible, stand alone; thus the group mastered may vary from student to student.

By taking advantage of our flexibility, we can: (1) tailor existing programs to meet specific needs and train students for those needs. Presently, we are working with a grocery chain to prepare distributive education students, specifically in the areas of retail grocery sales. By using the overall distributive education curriculum we can insert into it those tasks that relate directly to retail sales of groceries. (2) design and tailor special programs to train students in new areas for new jobs that are emerging. To do this we can add new areas for new tasks and/or alter and combine the existing tasks from several areas to produce the desired outcome. In this area we are working with a cable installing company, to train students in the skills of cable installation. We also are working with a construction company to train students in the use of personal computers for controlling job site operations and monitoring the construction process. (3) identify students or graduates having specific skills. We can

examine the skill profile of any individual student or group of students, so that we can identify those who have mastered the skills being requested by an employer. (4) design specialized programs for new employees, prior to their beginning of regular employment, or for the retraining of employees for new assignments. Here we function in place of, or as a supplement to, a training program within a given industry. (5) design and operate programs around an industry's specific equipment, which would be brought into the school. Employees would be trained at the school on the equipment during the plant construction phase; then be ready to commence production immediately upon completion of the industrial plant.

I have outlined the things that can be accomplished through the use of our competency based curriculum. However, these things can be accomplished only through an on-going dialogue with industry, so that we at the school know their specific needs and how well we will be able to meet them. Further, only through such a dialogue can business and industry know what we are capable of doing and what we are doing. It is very important that the communication that flows between the school and the business concerned be specific. Only if we know precisely what skills are required can we teach to those skills and provide students who have mastered them. It is not sufficient to tell us, for example that a student needs to have algebra or physics; we must know

what areas the students must master within the normal discipline of physics or algebra.

At Westside Skill Center we have developed this communication using several techniques. First, we use the normal channels established in vocational programs: advisory committees, craft committees, etc. In addition, we have established at the Center a board of overseers, comprised of representatives from top management of business and industry in the area. This board oversees the actual operation and administration of the Center, and provides input on the progress that we are making and the services that we are providing to the business community. They have been invaluable in establishing the individual contact needed. We have found in our experiences that broad announcements of our ability and broadly seeking to assist do not work nearly so well as contacting individual industries; finding out what their individual needs are. Also, we have on our staff an administrator dedicated to making contact in behalf of the school administration and developing these contacts with business and industry. This individual acts as a direct representative of the Director and the school, maintaining liaison and contacts with business and industry.

In summary, we are able to manage vocational programs to meet industrial needs through first of all providing maximum flexibility within our programs, and secondly, developing direct specific liaison with identified business and industry, so that we can indicate to them we meet their training needs.

County Connections: The Montgomery County Experience*

by

Ioanna T. Morfessis, Director

Office of Economic Development

Montgomery County

The purpose of this session was to impart information on the ways in which economic development and vocational education are linked in Montgomery County.

Participating on the Montgomery County Panel were Ioanna T. Morfessis, Director of Economic Development; Dr. Frank N. Carricato, Director of the Division of Career and Vocational Education, Montgomery County Public Schools; and Walter M. Slygh, Coordinator, Instructional Services - Central Administration, Montgomery College.

The panel discussion focused on why and how the private sector has participated in the development and implementation of educational and training policies and programs.

Montgomery County's economic development program has as its primary objective the retention of existing businesses. Resident employees are the source of more than 65 percent of all new jobs

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* Ms. Morfessis served as chairperson of the Montgomery County Economic Development panel.

in the County. Labor force availability is critically important to the ability of existing companies to continue to grow and expand in Montgomery County.

Therefore, a principal responsibility of the County's economic development function is to facilitate matching between educational and training resources and employer's labor force needs.

Specifically, the Office of Economic Development:

1. Gathers, analyzes and disseminates labor market information;
2. Participates in institutional advisory committee meetings concerning planning and curricula development;
3. Participates in and supports special private sector groups concerned with the issue of educational/training linkages to employers' needs;
4. Administers the County's Job Training Partnership Act (JTPA), and in so doing, provides coordination with institutions and other government programs geared to private employment;
5. Alerts appropriate institutions as to emerging training needs of specific employers either relocating to or expanding in Montgomery County.

The Montgomery County Public Schools (MCPS) have a long tradition of providing effective vocational-technical education programs.

All of these programs have been developed in concert with the private sector, and are now principally concentrated at the new Edison Career Center in Wheaton, Maryland.

A key factor in the success of these programs has been the ability of the MCPS to mobilize private resources--time, expertise, and funding--develop, execute and manage vocational-technical programs. This has resulted in the establishment of three trade foundations: automotive, construction, and retail. Students participating in these programs are exposed to all facets of these businesses in addition to receiving classroom training.

The Edison Career Center will be the focal point for other such programs, including electronics and printing, etc.

Through Montgomery College, individuals and employees can choose from a broad array of educational and training programs. Curricula are developed, again, in concert with the private sector. Special apprenticeship programs have been designed to meet the specific skill needs of the employees in Montgomery College. Scores of specialized courses are offered off-site at employees' facilities.

The College has three campuses, each located in proximity to the County's major employment centers. The administration and faculty actively participate in both established private sector organizations and special task forces which address linkage issues and needs.

Montgomery County has an active business and industry community. The government and educational institutions benefit enormously from the assistance of the private sector.

It is to everyone's mutual best interest that strong partnerships be forged between economic development and educational and training institutions.

County Connections: Baltimore City Panel Summary*

by

Bernard L. Berkowitz, President

Baltimore Economic Development Corporation

The Baltimore City session was opened by the moderator, Bernard L. Berkowitz, President of the Baltimore Economic Development Corporation (BEDCO). Mr. Berkowitz presented a summary of Baltimore's economic problems and of the role of BEDCO and other organizations in the City's economic development program. A brief description of BEDCO's activities was followed by a history of the linkages between economic development and vocational education in the City. References were made to the institutions represented by each of the other panelists.

Mr. Lloyd M. Alston, Assistant Superintendent of the Division of Vocational Education, Baltimore City Public Schools, described the use of the private business sector for advice on vocational education programs and student job placements as well as examples of training programs instituted for private firms. He also described the linkages with the City's economic development program and the availability of space at the Westside Skill Center to provide training for firms.

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*Mr. Berkowitz served as chairperson of the Baltimore City Panel.

Dr. Euebio S. Inocencio, Associate Dean of Occupational Programs, Community College of Baltimore, described the range of programs at the College designed to produce trained personnel for private industry in coordination with the City's economic development program. (Examples of economic development - college training linkages cited included international trade and the City's foreign trade zone, hospitality training and the City's growth of tourism, and laboratory technicians and the health field emphasis).

Mr. Woodrow McCutchen, Minority Business Development Agency (MBDA) Project Manager, Control Data Business Center, Inc. presented the work of his company in furthering entrepreneurial education for minorities as an important type of training. It was pointed out that the program operates out of the Control Data Business and Technology Center in the Park Circle Industrial Park, a BEDCO-City project and a State enterprise zone.

In the question and answer period that followed, the most important point made was the absence of the City's manpower program from the discussion and the need for better programmatic and funding coordination between the training provided by the public schools, community colleges and the Job Training Partnerhship Act (JTPA) program.

# Baltimore City Economic Development: A View from the Community College of Baltimore*

by

Dr. E. S. Inocencio, Associate Dean of Business, Mathematics, and Technologies--CCB

If "Economic Development is the use of public resources to stimulate private investment," then the City of Baltimore is practicing economic development through the use of City resources that it channels through the Community College of Baltimore.

Besides being the most well-known example of successful urban renewal, Baltimore is a fairly good working model of economic development. We at Community College of Baltimore tend to regard Baltimore's economic development as a "moving train". In time, both CCB and the City saw that vocational education should have been an original "member of the crew." So, today we are trying to move as fast as we can in order to get on the moving train.

I came on board CCB in 1981 and at that time I saw two newly established programs (in addition to the traditional business programs that most community colleges have), namely:

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*Dr. Inocencio served on the Baltimore City Economic Development Panel.

International Trade and Hospitality Management. These two programs have grown in importance and relevance to Baltimore's economic development because of the City's progress.

Baltimore is a major eastern seaboard port, the source of nearly 185,000 jobs in Maryland. The port is a center of activity for those American businesses engaged in importing goods to this country from overseas and for those businesses which export their wares to foreign markets. Major businesses attracted to the port include foreign freight forwarders, custom house brokers, air forwarders, steamship lines, and banks. Successful operation in international markets requires detailed and up-to-date knowledge of trade regulations and international documentation, banking and customs procedures.

There is a shortage of people who are well-versed in the intricacies of international trade, and many businesses interested in opening overseas markets have difficulty finding qualified personnel. The Community College of Baltimore's International Trade Program is designed to provide students with the skills needed by companies involved in international trade. CCB is the only community college in the Middle Atlantic region to offer either an Assoicate in Arts degree or a Certificate in International Trade.

For those students seeking to expand their training beyond international trade to the portfolio and investment strategies of international business, CCB offers an international business option in Business Administration. This program is designed for the student who plans to transfer to a four-year program leading to a bachelor's degree in Business Administration with a concentration or minor in International Trade. CCB has a full articulation program with Towson State University. CCB's International Trade Program currently has about 70 students enrolled in it. The International Trade program became even more relevant to the City when the U. S. Department of Commerce's Department of Foreign Trade Zone (FTZ) Board approved the establishment of a "Foreign Trade Zone" in Baltimore early in 1982. It is located in a 22-acre tract at the Holabird Industrial Park, only a few blocks away from the Dundalk Marine Terminal.

According to testimony before approval was granted, the FTZ was expected to create at least 500 jobs. Incidentally, an FTZ is a controlled area into which foreign and domestic merchandise may be brought in for storage, repackaging, display, assembly, manufacturing or export. The zone remains separate from the U. S. market, thereby exempting the merchandise from formal Customs entry requirements.

The other relatively new program that has grown in relevance and importance - along with Baltimore's progress - is Hospitality Management.

The traditional focus of the Hospitality industry is on restaurant and hotel operations. In CCB's program, we view Hospitality Management as including tourism, catering, food production, club management and convention services.

As you probably know, downtown Baltimore has become a major hospitality center in the Northeast -- offering many new facilities for lodging, dining, conventioneering and in general, "rubber necking."

As a result there is a growing demand for an increasing number of skilled workers in the hospitality field ... as more and more facilities open up to welcome the hordes of tourists, visitors and guests.

Besides these two relatively new programs, we are extending the reach of CCB services by offering short-term, non-credit courses designed to help employers of all types and sizes in the City. Our new Technical Center located in downtown Baltimore is the hub of CCB's new effort to contribute to Baltimore's continuing economic development, a movement that can only be sustained with imaginative human resource development through competency-based vocational education of which CCB is a vigorous proponent.

# How Vocational Education in Baltimore Fulfills a Role in Economic Development*

by

Lloyd M. Alston, Assistant Superintendent

Vocational Education, Baltimore City Public Schools

Ours is a capitalistic economic system. It is one in which individuals, with comparative freedom from external restraint, produce goods and services for public consumption, under conditions of competition and with private gain or profit as the motivating force. These goods or services are distributed through an exchange procedure in which the common medium for such purposes is usually money or some acceptable substitute thereof, such as credit.

The sure sign of effective economic development is that business breeds business. That statement, perhaps not so eloquently made, has been the underlying principle of economics since before Adam Smith codified his textbook, Wealth of Nations.

We, in vocational education, subscribe to this truth and are guided by this in our roles as secondary school or college educators. In Baltimore City, we subscribe to it, firmly endorse it; we accept it as our "raison d'etre."

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*Lloyd M. Alston served as a panel member of the Baltimore City Economic Development Panel.

You have heard from Bernie Berkowitz, our City's executive, who heads BEDCO, our quasi-public non-profit organization.

Much has been done by that agency in carrying out its charge. However, it cannot do the job alone. Job training agencies within the city must also work to insure that the population is trained and prepared to fulfill varying roles as called for by business and industry.

What are some of the things which the public schools of Baltimore do to share in the responsibility of preparing its citizens for their work roles? First and foremost, we have a well established program of vocational education for the school-age and adult populations; the goal of imparting employment skills has been effective over the years.

Other efforts of the school system to take part in and share the responsibility of Baltimore's economic development include: 1. Placement of students; 2. Encouraging entrepreneurship education among students; 3. Enabling graduates not only to seek entry-level positions, but by virtue of extensive training to have them more rapidly promoted on the job than others who have not had the benefit of enrolling in trade programs; and most importantly,

4. Providing students with the attitudes, habits and skills which insure job retention.

My effort now will be to list for you some of the successes which we have experienced. By no means are we telling you that we are perfectly satisfied with our results. For in times like these

and in times past when economic conditions have caused severe unemployment, we lament with you our inability to find placement for many of our better prepared students. Nevertheless, our goal remains to prepare students.

Of course, you would not be interested in the details of placement of individual students within individual firms for each of us has had those successes. I shall describe for you some experiences of multiple placements which come from collaboration with businesses and industries in the Baltimore area.

The National Tool and Die Making Association in 1980 approached us seeking the use of the Mergenthaler Vocational-Technical High Schools's machine shop. A special training program was developed for the small machine shops in the area within which trained personnel would engage in apprenticeships. The school facility was leased, persons were identified by the schools (who were in need of skills training, but who had not undertaken any job preparation) and a series of 16-week classes was begun. As a result more than 50 young people were given the opportunity for employment in machining in the Baltimore area.

Coming from the encouragement and stimulation of the Welding Trades Advisory Council, job placement opportunities were extended to numerous high school graduates. Spurred by the leadership of a Bethlehem Steel executive, a working relationship was established

with the Shipbuilding Division, Sparrows Point Shipyard and with Bethlehem Steel Ship Repair Yard at Key Highway.

The Key Highway Yard tested welding students and hired those who ranked high in their skill performance and interviews ratings. Another important part of this relationship was the work done by the teacher of the welding program. By the teacher's arrangements, additional testing was offered by Maryland Employment Security, which administered the GATB test to these students. The results of the cooperation between school, industry, and the State were that numerous students were placed over several years.

I would be remiss in not citing the cooperation of some of the larger businesses and industries in the city in their work done with the public schools in placement opportunities for high school seniors and graduates. Extensive placement has been accepted by the Baltimore Gas and Electric Company, Chesapeake and Potomac Telephone Company, and United States Fidelity and Guaranty Company (which are names of some of the major companies). The additional advisory services which they perform for the school system contribute greatly to the job placement well-being of the students.

Please be reminded that I understand the definition of economic development. I am also aware of the meaning of job placement. Let me give you a simple equation: vocational

placement equals greater economic development. More individual work assignments also lead to more business which means more money.

New to Baltimore as of September 1982 is the Westside Skill Center. In addition to its complement of vocational trade skill laboratories and related instructional areas is an area designated as its economic development laboratory. It is simply an enlarged trade skill area without equipment; this laboratory is made available to firms desiring to relocate in the Baltimore area and was alluded to by Dr. Navright in his earlier presentation. It serves employers needs by receiving their unique equipment, which is then used by selected persons from the Baltimore community who will be trained for the company's operations.

The first user of the facility is Bal-Com Inc. The company was one of the firms in the area vying as a subcontractor with one of the cable television enterprises attempting to obtain the Baltimore franchise.

Bal-Com has installed an apprenticeship training program to train city residents for cable-related construction and installation jobs. The training program is a cooperative venture between Bal-Com, a subsidiary of the J. M. Worrel Communication Construction Company and Westside Skill Center.

The first class of 20 adults (about 75% black and 25% female) has completed the first phase of the training program involving classroom instruction in electricity/electronics and related math. The second phase involving cable technology with hands-on training

is now underway, and will conclude in early January. This session includes installation and maintenance procedures.

Though no award has been made of the cable television franchise, these trained people will be available as potential employees for work within the Baltimore area.

Another special training effort is underway. Agreement has been reached with Giant Food Company to begin joint development of a competency-based unit in distributive education that will be specific to the retail foods industry. Curriculum development is expected to proceed through the spring with implementation scheduled for Fall 1984.

Finally, through the Mayor's Office of Manpower Resources a quick start training program will be operated for the Gill Manufacturing Company, Inc. This venture is aimed at training cabinetmakers and sheet metal workers to work in the Gill Company's planned kitchen equipment plant in the Park Heights enterprise zone.

Student assessments using Westside facilities have been completed. The training bay is operational and instructors have been identified to get the program underway. The start-up date for instruction is contingent on Gill Company's finalizing plant acquisition with Baltimore City. Arrangements are being made through Bernie Berkowitz's BEDCO and the Park Heights Community Council to secure space in the enterprise zone.

May I leave you with some individual successes which tell us that public school vocational education programs are doing what they set out to do.

Earlier I mentioned that, in addition to preparing students for entry level jobs, many graduates of vocational education programs cultivate the interest and drive for business ownership. Let me list some of those graduates for you:

1. John and James Grill are former graduates of Mergenthaler's machine tool and die shop. They are now operating their own business, which is worth about half a million dollars. They aid the schools by employing our students for work study; they have five of our former machine shop students as full time employees. Incidentally, the placement rate for machine shop graduates of Mergenthaler is about 90%.
2. Other vocational education graduates worthy of mention are:

   Jack Jacobs, ATS Electronics, Industrial Electronics

   James Blankenship, Blankenship Electronics, Industrial Electronics

   Charles Moreland, Independent Audio Associates, Industrial Electronics

Robert Little, Little Electric Company, Electrical Construction

Harry Connolly, Connolly Sign Company, Electrical Construction

John Diehl, J. F. Diehl and Sons Air Conditioning and Refrigeration - Also, teacher - Electrical Construction

Larry Frankenfield, Aero Air Conditioning and Refrigeration, Electrical Construction

Francis Dix, Dix Electrical Company, Electrical Construction

Paul Boin, Sunshine Electric Company, Electrical Construction

Donald Lam, Lam Electric (Pennsylvania), Electrical Construction

Daniel Zinkard, Zinkard Electric Company, Electrical Construction

One must be aware that these are not the 17 year or 18 year old graduates of 1983. These are graduates from over a period of years.

The point that is proudly made is that these are graduates of our programs who were stimulated and challenged through vocational education and who accepted that challenge, developed their skills and now are strong examples of the worth and promise of vocational education.

The City of Baltimore supports vocational education, and with good reason ... reasons such as these graduates that I have just listed.

Vocational education with its marriage of academics, skill training and job placement is fulfilling a very positive and needed role in Baltimore's economic development.

The City of Baltimore is very much interested and supportive of vocational education. The Mayor leads in his appreciation for these successes and a strong part of the major business community endorses our efforts.

County Connections: The Garrett/Alleghany Counties Economic Development Panel*

by

J. Kenneth Bittinger

The Garrett/Allegany County presenters were Tom Jones, Garrett Economic Development Council; Hugh Livengood, General Shop Manager, Chessie System; Stan Zorick, Central Labor Council; and David Young, Personnel Director, Westvaco Corporation, with Debbie Bittinger and Kenneth Bittinger sharing coordinating duties.

Although members of the panel acknowledged that little cooperative economic development effort was made in the past with vocational education, they expressed a need for vocational education to produce employable graduates. Mr. Jones indicated that through his contacts with potential employers he found that, for the most part, they did not require their new employees to have a high degree of specialized training. Consequently most of the needed labor demand could be met by the presently operating system with perhaps a minimum of on the job training.

Mr. Livengood, Mr. Zorick, and Mr. Young indicated that the need for skilled workers with the ability and the desire to learn is a major challenge for education in providing the workers that

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*J. Kenneth Bittinger is Vocational Supervisor, Garrett County, and served as chairperson of the Garrett/Allegany Counties Economic Development Panel.

new and presently existing businesses need. Along with the craft skills, they emphasized the need for good basic educational backgrounds solid in math and science.

A need was indicated for students to be knowledgeable about the free enterprise system, and the necessity for industry to make a profit in order to provide jobs for the labor market.

Allegany County labor and management have been working together to find solutions to those problems that interfere with economic development in the region.

In culminating the presentation, Mr. Young summed it up by saying he felt we were entering a new era wherein both labor and management are recognizing a cooperative effort must be made by all if the United States is to be competitive with the rest of the world. These efforts have already begun in the Allegany area and greater efforts will be put forth in the future to work toward a stronger economic base that will benefit both labor and industry.

# The Role of Vocational-Technical Education in Economic Development*

by

Dr. Addison S. Hobbs, Assistant State Superintendent
for Vocational-Technical Education

Vocational education has grown up with and responded to the economic development needs of a relatively young nation for more than sixty years. During the great depression in the 1930's, vocational education implemented the federal alphabet program which emphasized adult training under the Work Relief in Education Program. World War II saw many of America's vocational and adult schools operating 24 hours a day, seven days a week, providing concentrated training for occupations critical to national defense. Vocational education significantly developed technical programs in the 1950's as employers needed to upgrade the production and service techniques for electronic, automotive and mechanical technology.

Vocational education's role in economic development must be less passive and more proactive in context if it is to meet the challenges of industrial revitalization in the 1980's.

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*Dr. Hobbs served as a member of the panel "Role of Vocational Education in Economic Development: Points of View."

The increase of new technologies will create a myriad of opportunities for vocational education at all levels. If vocational education is to react sensibly to the impact and magnitude of shifts in employment opportunities resulting from the creation of new, and expansion of old jobs, close ties must be established with business, industry, and state and local economic development agencies.

Every state has a job training program, but only a few seem to be making a significant impact on economic development. Too often these programs suffer from serious fragmentation, poor information, inadequate research capabilities, a lack of relevance to the realities of the labor market, and ineffective coordination between job training and job placement. Obviously, improving job training efforts alone will not solve all of Maryland's economic problems. The single most effective employment strategy is a strong labor market. However, quality job training programs will help greatly to support this State's overall economic development efforts.

Vocational education can increase the level of influence with regards to its catalytic functions by: 1) developing as system for updating staff. The more rapidly the needs of businesses and industries change, the more likely it is that vocational instructors will become technically obsolete. 2) There must also be an increase of research and development efforts for the

establishment of a data-based planning and management system which will promulgate program improvement. 3) Vocational education in cooperation with business, industry, and economic development agencies must develop competency-based instructional materials. This cooperation will provide the basic initiative needed for customizing industrial training programs; which will increase the credibility of vocational education with the acting parties.

In conclusion, to assume that I have covered the role of vocational education in economic development is deceptive. Complex problems are not generally amenable to simple solutions. No single model can suffice to describe all the ways in which vocational education can impact on job creation, job upgrading, and job saving. Vocational educators must examine many alternatives in order to enhance human resource development. The crystal ball predicting the future can have full illumination only if the cooperative pursuits of all involved will change in a positive direction. One which stresses that vocational education can and does have a contributing role in the economic development scheme.

Education and Economic Development*

by

Dr. James D. Tschechtelin, Executive Director

Maryland State Board of Community Colleges

The events of the past few years have made everyone an expert in economics. Faced with high unemployment, most people have a ready policy prescription. Improvements in productivity in other countries have led to uncomfortable feelings of inferiority about our United States and its economic system. Imitating the Japanese is popular. What is the role of education in economic development? Does education create jobs? Does educational opportunity attract business and industry? The apostles of the community college movement would be quick to claim a major role in economic development. After all, we are supposed to be comprehensive, to do it all.

Does education create jobs? The answer is an unqualified yes and no. In the short run, education (and its cousin training) do not create jobs. The closing of several large factories in Western Maryland recently has had a devastating effect upon the economy and the psychology of the people in the region. A red hot

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*Dr. Tschechtelin served as a member of the panel "Role of Vocational Education in Economic Development".

occupational program can prepare persons for the few jobs that remain open, but such a program will not create jobs. In the long run, however, the answer is much different. Education is the most important resource in economic development and subsequent job creation. Economist E. F. Schumacher explained it this way:

> All history -- as well as current experience -- points to the fact that it is man, not nature, who provides the primary resource: that the key factor of all economic development comes out of the mind of man. Suddenly, there is an outburst of daring, initiative, invention, constructive activity, not in one field alone, but in many fields all at once. No one may be able to say where it came from in the first place; but we can see how it maintains and even strengthens itself: through various kinds of schools, in other words, through education. In a very real sense, therefore, we can say that education is the most vital of all resources.

Does education attract business and industry? In 1982, the State Board for Community Colleges (SBCC), in cooperation with the Maryland Department of Economic and Community Development, published a study of Maryland manufacturing. Responses were analyzed from 258 manufacturing firms that had begun, expanded, contracted, or relocated. Among other questions, businessmen were asked what factors were related to decisions to alter plant capacity. The market, labor costs, labor climate, land, physical

capital, and business climate were rated highest. Labor sources and labor quality were rated lower; the availability of manpower training was rated as relatively unimportant.

If education does not create jobs in the short run, and is not a major factor in decisions to expand or relocate, what is the role of education in economic development? As I see it, the role of education is to be an excellent member of the orchestra, to play its instrument in the very finest way, and in tune with the other musicians. Education is not the largest part of the music, but the piece would be lost without it. Economic development requies a unified effort by government, business, labor, and education. Our tradition in education is to help persons be all they can be (U.S. Army advertisements notwithstanding). This means that students learn specific knowledge and skills, such as how to work algebrait equation, the physics of the transistor, and subject-verb agreement. But students learn more than that. We want to help student learn how to sense their surroundings, appreciate the arts, understand the lessons of history, and build a sense of purpose in their lives.

Assumming the community college leaders want to assist in their role in economic development, what should they do? Four possibilities present themselves.

1. The occupation programs offered by community colleges must be geared to the trends in the workforce. This

admonition is much easier said than done. Some flashy occupations, such as telecommunications, have produced few openings in many areas. Other occupations that are not so flashy, such as office occupations, present tremendous growth potential. Maintaining a good match between program offerings and the job market can be threatening to the established order within the faculty, and can pose difficult question of how to retrain or lay off talented persons.

2. Advisory committees that are designed to help keep occupational program in touch with business and industry must be kept active and intellectually honest. We have committees that do not meet, or meet so seldom as to render themselves useless as a group. We have occupational program coordinators who do not encourage constructive criticism of their programs.
3. Faculty members and administrators can assist economic development by getting off the campus and meeting representatives of their local businesses and industries. The SBCC study mentioned earlier found that (a) 54 percent of manufacturers had no dealings with public officials about employment and/or manpower training, (b) 33 percent were not familiar with manpower training programs available for employment training and skill upgrading, and (c) only 14 percent had contact with

community college personnel to identify and develop employee training and skill upgrading programs.

4. While it may sound ironic, community colleges can assist in economic development by preserving and strengthening the liberal arts. The country needs talented scientists, writers, technicians, managers, and engineers. These persons will be where we discover them, from all economic groups, and for all parts of the state. We need to treasure our students as our greatest national resource, and in the long run, as the greatest impetus to the economic development of the county, the State, and the nation.

## The Planning Committee

The agenda is a reflection of the caliber and breadth of the individuals who provided ideas for this event. Traditionally, planning committees are most effective when limited in number to ten or fewer individuals. But this conference was different.

First, it sought to join four major types of persons in a common effort to improve ways in which vocational education could provide optimal assistance to economic development. This effort called for the skills of the following types of individuals:

a) County economic development directors;

b) Selected persons from the private business/industrial sector;

c) Secondary vocational educators;

d) Two-year college vocational educators.

This called for a larger-than-typical planning committee so all groups would provide input to the planning sessions.

Second, the intent was to actively involve members of the planning committee in establishing components in the two day event. In this way, planning committee persons put together the "county connections" panels, "cracker barrel" sessions, and were also instrumental in selection of the major speakers. Therefore, most of the planning committee members became an integral part of the program. Such participatory type activities called for a large committee.

The planning group has done its job well, and the members are to be commended. They are listed below:

| | |
|---|---|
| Dennis Bartow | James Nicol |
| Frank Carricato | A. Thomas Oyster |
| Robert Cook | Michael Parsons |
| David Foltz | Joseph Ramach |
| Bruce Hoak | Michael Schearer |
| Mary Ellen Kiss | Thomas Sepe |
| Charlotte Little | Walter Slygh |
| John Meyers | Ron Upperman |
| Rebecca Minear | Florence Whitworth |

Ex-officio: Rose Mary Bengel
Joseph DeSantis
Angelo C. Gilli, Sr.

## The County Connections

Five small group panel discussions were held focusing upon the present relationships between economic development and vocational education at the county or regional level. Three of them (Washington/Hagerstown, Montgomery, and Wicomico) were held on the first day, and the remaining two (Allegany/Garrett, and Baltimore City) on the second day (October 12). The major planning, done through a series of individual meetings in the counties selected, was an outcome of cooperation among county and/or local directors of economic development, local education agency (LEA) directors of vocational education, and two year college occupational deans. As the planning proceeded, most of the groups were expanded to include persons directly associated with selected businesses and industries and private industry councils in some cases. The number of planning sessions varied from a minimum of three meetings for one county group to six for several of them.

Of interest is the variety of concerns and approaches considered by the five groups. It is apparent that, while there are commonalities, each county does have its own local concerns regarding the connecting of vocational education with economic development. The groups represented four major regions in the state: western, eastern shore, urban Baltimore, and a suburban region. They were invited to observe and participate in one of the three during the first and another one (of two) on the second day of the conference.

This provided each participant with the opportunity to learn about the similarities and differences of several counties in Maryland.

The directors of economic development, two year college occupational deans, and LEA directors of vocational education from six counties are to be commended for putting together panel discussions that we believe will be of practical use to others. Their names and affiliations are listed in the program (see Appendix). The presentations made by some of them were submitted in writing, and appear in an earlier section of this report. Also, each county connection panel discussion was videotaped and will be available upon request.

## Evaluation

Overview: Some Demographics.

About 160 persons participated in some portion of the conference. Major presentations drew an average of 90-95 participants. Attendance at the county connections panels varied from 17 to 40. The approximate breakdown of participants by group in the overall conference are as follows:

| | |
|---|---|
| 1. DVTE/state agency: | 36 |
| 2. LEA: | 38 |
| 3. 2 year colleges: | 41 |
| 4. Economic Development: | 43 |
| Total | 158 |

A total of 84 persons completed questionnnaires. This is considered a satisfactory rate of return as average attendance per event was in the range of 90-95 persons.

Analysis:

The following eight tables and accompanying discussions provide an overview of the conference as seen through the responses to the questionnaire (see Appendix A).

The Overall Conference. There were no significant differences in the ratings of the 14 questions in the "overall conference" evaluation.

Table 1

Ratings: Overall Conference

t-test comparisons between groups

| Item | Groups | | | | | |
|---|---|---|---|---|---|---|
| | 1 vs 2 | 1 vs 3 | 1 vs 4 | 2 vs 3 | 2 vs 4 | 3 vs 4 |
| Q1 | | | * | | * | |
| Q2 | | | | | | |
| Q3 | | | | | * | |
| Q4 | | | * | * | | |
| Q5 | | | | | | |
| Q6 | | | | | | |
| Q7 | | * | * | | * | * |
| Q8 | | | * | | * | |
| Q9 | | | | | | |
| Q10 | | * | * | * | * | |
| Q11 | | | | | | |
| Q12 | * | | | * | | |
| Q13 | | | | | | |
| Q14 | | | | | | |

Notes

Identifiers (respondent affiliations):

1 = DVTE and other state agencies

2 = LEAs

3 = two year colleges

4 = Economic developers

*Significant at the .05 level

Significant differences (at the .05 level) are indicated (by asterisk) in Table 1.

Several interesting characteristics were noted in the ratings of those items in which significant differences were found.

(1) the "economic developer" responses were consistently lower than the other respondents in those cases where significant differences were found;

(2) the "DVTE and other agency" respondents' were consistently higher than the other respondents in those cases where significant differences were found;

(3) of the 17 cases where significant differences were found (i.e. where that group average signified disagreement with at least one other group), the distribution of groups were:

(a) economic developers (11);

(b) DVTE - state agency type (8);

(c) LEA types (9);

(d) two year college types (9).

Therefore, the "spread" of disagreement was uniformly distributed among the four sub-groups.

Topic Choices for Future Conferences

Table 2 shows that "cooperation between secondary, postsecondary, and adult vocational education" received top ratings as a topic choice for the next event.

The planning committee, for the March 1984 conference, which met shortly after this October 11-12 event was over) decided to accept that topic, within the concerns of productivity, as the theme for the March 1984 event.

Table 2

Topic Choices for Future Conferences

| Item | Mean | Rank Order |
|---|---|---|
| Entrepreneurship and Vocational Education | 3.800 | 3 |
| Cooperation between secondary, post-secondary, and adult vocational education | 3.887 | 1 |
| A follow-up on "Connecting Vocational Education with Economic Development" | 3.538 | 4 |
| Establishment and utilization of rapid reaction training units for adults | 3.550 | 5 |
| Connecting vocational education and JTPA | 3.861 | 2 |

Identification of topics providing useful information. This was one of the objectives of the conference: to provide useful information that led to identification of important factors associated with relationships between vocational education and economic development. The ratings for each of eight concerns within this rubric are displayed in Table 3. Two items were clearly in the forefront--concepts of economic development and economic development as a statewide concern. Therefore it appears that the participants perceived themselves as successful in

obtaining relevant information relative to economic development. This is gratifying in that providing vocational education and agency persons with such information that relates to their work was a major objective of the conference.

Table 3

Overall Conference Ratings

I. To what extent did the conference provide useful information that led to the identification of important factors associated with the following topics?

| Item | Mean | Rank Order |
|---|---|---|
| Concepts of Economic Development | 4.385 | 1 |
| Concepts of Vocational Education | 3.551 | 6 |
| How Vocational Education can Contribute to Economic Development | 3.802 | 4 |
| Use and limitations of labor market projections in Economic Development | 3.449 | 7 |
| Use and limitations of labor market projections in Vocational Education | 3.289 | 8 |
| How vocational education can help the Business/Industry sector | 3.835 | 3 |
| Economic Development as a statewide concern | 4.012 | 2 |
| Economic Development as a county (regional) concern | 3.716 | 5 |

Exchange of Ideas and Viewpoints. Another objective of the conference was to provide opportunities for participants to exchange ideas and viewpoints on the conference theme. The extent to which the participants perceived this to have taken place are displayed in Table 4.

Table 4

Overall Conference Ratings

II. To what extent did the conference as a whole provide you with opportunities to exchange ideas and viewpoints on the conference theme with the following?

| Item | Mean | Rank Order |
|---|---|---|
| LEA vocational directors | 3.716 | 2 |
| Economic Development Directors | 3.542 | 4 |
| Two Year College Vocational Educators | 3.549 | 3 |
| Business/industrialists | 3.236 | 5 |
| State agency persons | 3.833 | 1 |

The extent to which this objective was achieved in each of the types of conference functions was examined. The results are depicted in Table 5.

Table 5

Overall Conference Ratings

III. To what extend did you exchange ideas and viewpoints with others at each type of function listed below?

| Item | Mean | Rank Order |
|---|---|---|
| Meals | 4.171 | 1 |
| Presentations | 3.137 | 7 |
| Panel Presentations | 3.315 | 6 |
| Attitude Adjustment and Social Hour | 3.761 | 3 |
| "Cracker Barrel" Sessions | 3.824 | 2 |
| County Connection Presentation | 3.370 | 5 |
| Conference off hours (on your own) | 3.493 | 4 |

Ability to obtain guidelines useful in present positions. A third objective of this event was to provide a mechanism through which participants could obtain guidelines and/or approaches that would be useful in their present positions. Table 6, which depicts the results of this query, shows that the respondents felt that this did occur to a considerable extent.

Wise utilization of time. Always a concern in any activity when administrators are drawn out of their workplace and into a

two-day activity is their perceptions of how their time was spent. The response to this question, displayed in Table 6, indicates the participants felt their conference time was well utilized.

Table 6

Overall Conference Ratings

| Item | Mean |
|---|---|
| To what extent did the conference as a whole provide guidelines and/or approaches that are useable to you in your present positions? | 3.716 |
| To what extent do you feel your time at the conference was well utilized? | 4.132 |

County connections attendance. The distribution of attendance at the five county connections is shown in Table 7. It should be noted that these figures are derived from the questionnaire returns. The actual number that attended each panel exceed these figures by ten or more.

Table 7

County Connections

| County | Attendance[a] |
|---|---|
| Allegany/Garrett | 20 |
| Baltimore City | 30 |
| Montgomery | 26 |
| Washington/Hagerstown | 26 |
| Wicomico | 16 |

[a]These figures are based upon survey returns. Actual attendance in each case was greater.

Ratings of presentations. Table 8 displays the ratings for each presentation along three dimensions: adherance to the topic, gain of useful knowledge, and exchange of ideas. The highest rated presentation, overall, was "Economic Development: What It Is and Isn't". Generally speaking, all of the presentations received high ratings, which is consistent with that the respondents felt their conference time was well utilized.

Table 8

Ratings of Presentations[a]

| Presentation[b] | Adherence to the Topic | Gained Useful Knowledge | Exchange of Ideas |
|---|---|---|---|
| 1. Economic Development: What It Is and Isn't | 4.417 | 4.232 | 3.091 |
| 2 County Connections: | | | |
| a) Washington/Hagerstown | 4.077 | 3.560 | 3.160 |
| b) Montgomery | 4.364 | 3.857 | 3.952 |
| c) Wicomico | 4.071 | 3.692 | 3.615 |
| 3. Role of Vocational Education in Economic Development: Point of View | 3.348 | 2.970 | 2.714 |
| 4. Dinner Presentation: Relationship of State Government to Vocational Education and Economic Development | 3.581 | 3.322 | 2.545 |

TABLE 8 (continued)

| Presentation[b] | Adherence to the Topic | Gained Useful Knowledge | Exchange of Ideas |
|---|---|---|---|
| 5. Problems in Planning for Specific Occupations | 3.862 | 3.516 | 2.897 |
| 6. Panel: The Private Sector Prespective on Vocational Education as an Economic Development Tool | 4.031 | 3.774 | 3.500 |
| 7. Economic Development and the Changing Work Force | 3.683 | 3.443 | 2.862 |
| 8. County Connections: | | | |
| a) Allegany/Garrett | 2.917 | 2.565 | 2.545 |
| b) Baltimore City | 4.000 | 3.774 | 3.103 |
| 9. The importance of Secondary and Post-Secondary Vocational Education to Maryland's Economic Development | 3.269 | 3.185 | 2.689 |

Note

[a]The instruction read "Please rate each of the presentations for the three qualities in the spaces provided." The qualities were the extent to which:

1) the speaker(s) followed the topic theme (adherence to topic);

2) your useful knowledge of the topic was expanded (gained useful knowledge);

3) you were able to exchange ideas on the topic (exchange of ideas).

[b]The rating scale is: 5 = very much; 4 = much; 3 = some; 2 = little; 1 = very little; 0 = did not attend.

Appendices

## Appendix A: Agenda

AGENDA

ADMINISTRATORS' CONFERENCE OCTOBER 11 and 12, 1983

CONNECTING VOCATIONAL EDUCATION WITH ECONOMIC DEVELOPMENT

Conference Coordinator: Dr. Angelo C. Gilli, Sr.

October 11

9:00 - 10:00 Registration (Ballroom Lobby)

10:00 - 11:45 Deans' Meeting (Michael Parsons) - Shenandoah Room
LEA Director's Meeting (John Meyers) - Turner Room
County Directors of Economic Development Meeting
(Richard Story) - Franklin Room

11:45 - 12:00 Introductory Session

Welcome: Dr. Addison S. Hobbs,
Assistant Superintendent
Division of Vocational-Technical
Education

Maryland State Department of Education
Dr. Michael Parsons, Chair
Two Year College Occupational Deans

Mr. John Meyers, Chair
LEA Vocational Directors

Mr. Richard Story, President
Maryland Industrial Development
Association

12:00 - 1:00 BUFFET LUNCH (Ballroom)

1:00 - 2:15 Keynote Speech

Host: Mr. Robert W. Cook, Director
Greater Salisbury Committee, Inc.

Speaker: Mr. Joseph Fisher, Vice-President
National Alliance of Business

Topic: Economic Development - What It Is and Isn't

Agenda (continued)

2:15 - 3:30 County Connections:* (1) Washington/Hagerstown

(3) Wicomico

3:30 - 3:45 BREAK

3:45 - 4:45 Role of Vocational Education in Economic Development:

Points of View

Chair: Ms. Hazel Outing
Specialist in Office Occupations
Division of Vocational-Technical Education

The DVTE: Dr. Addison S. Hobbs

The MSBCC: Dr. James D. Tschechtelin
Executive Director
Maryland State Board of Community Colleges

3:45 - 4:45 The Baltimore City Schools:

Dr. Lewis H. Richardson, Jr.
Deputy Superintendent
Department of Instruction
Baltimore City Public Schools

4:45 - 5:45 Cracker-Barrel Sessions**

Coordinator: Ms. Mary Ellen Kiss
Director, Title II
Prince George's Community College

5:45 - 6:45 BREAK

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* See attachments for listing of panel members.
** See attachments for listing of Cracker-Barrel Sessions' Chairs

Agenda (continued)

6:45 - 7:45 ATTITUDE ADJUSTMENT

Hospitality Chairperson:
Dr. Charlotte Little
Supervisor, Home Economics and
Business Education
Howard County Public Schools

7:45 - 9:45 DINNER (Ballroom)

Master of Ceremonies: Dr. Addison S. Hobbs
Speaker: Mr. George Merrill, Director
Governor's Employment and Training Council

Topic: Relationship of State Government to
Vocational Education and Economic
Development OPEN SOCIAL HOUR

9:45 OPEN SOCIAL HOUR

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Agenda (continued)

October 12

7:00 - 8:00 BREAKFAST (Ballroom)

8:00 - 8:45 Presentation

Chair: Dr. Lynne M. Gilli, Specialist
Vocational Student Organizations
Division of Vocational-Technical Education

Presenter: Dr. Paul A. Weinstein, Director
Industrial Relations and Labor Studies
Center
University of Maryland

Topic: Problems in Planning for Specific Occupations

8:45 - 9:45 Panel

Chair: Mr. David Winstead, Executive Director
Washington-Baltimore Regional Association

Topic: The Private Sector Perspective on Vocational Education as an Economic Development Tool

Panel: Dr. John R. Nauright, Jr., Director
Westside Skill Center

Mr. Charles Zimmerman
Manager of Human Resources
Westinghouse Electric Corporation

Mr. James Harmon, Vice-President
Personnel and Training
Litton-Amecom Corporation

9:45 - 10:00 BREAK

10:00 - 10:45 Presentation

Chair: Ms. Marie Mayor
Specialist in Vocational Equity
Division of Vocational-Technical Education

Speaker: Ms. Carol Eliason, Director of Development
American Association of Community-Junior Colleges

Topic: Economic Development and the Changing Work Force

Agenda (continued)

10:45 - 12:00 County Connections: *(1) Allegany/Garrett

(2) Baltimore City

12:00 - 1:30 LUNCH (Ballroom)

Chair: Dr. Frances P. Waters, Section Chief
Instructional Programs
Division of Vocational-Technical Education

Speaker: Dr. Robert N. Schoeplein
Director of Research
Department of Economic and Community
Development

Topic: The Importance of Secondary and
Postsecondary Vocational Education to
Maryland's Economic Development

1:30 - 2:00 Summary and Evaluation

Dr. Angelo C. Gilli, Sr.

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* See attachments for listing of panel members

# COUNTY CONNECTIONS

## Washington County/Hagerstown

Co-chairpersons

Lee Potterfield, Director
Commercial and Industrial Commission
Hagerstown
Leroy Burtner, Executive Director
Washington County Economic Development Commission

Other Participants

Peter Thomas
Western Maryland Consortium

A. Thomas Oyster, Supervisor
Vocational and Industrial Education
Washington County Board of Education

Michael Parsons, Dean of Instructional Affairs
Hagerstown Junior College

## Montgomery County

Chairperson

Ioanna T. Morfessis, Director
Montgomery County Office of Economic Development

Other Participants

Walter M. Slygh, Coordinator
Instructional Services -- Central Administration
Montgomery College

Frank N. Carricato, Director
Division of Career and Vocational Education
Montgomery County Board of Education

# COUNTY CONNECTIONS

## Wicomico County

Chairperson

Thomas Sepe, Dean of Instruction
Wor-Wic Technical Community College

Other Participants

Robert L. Kiley, C.I.D., Executive Director
Salisbury Wicomico Economic Development, Inc.

Terrance A. Greenwood, Supervisor of Transportation
Wicomico County Board of Education

## Allegany/Garrett Counties

Co-chairpersons

J. Kenneth Bittinger
Supervisor of Vocational Education
Garrett County Board of Education
Deborah M. Bittinger
Supervisor of Home Economics
Allegany Community College

Other Participants

Tom Jones, Executive Director
Garrett County Development Corporation

Hugh Levingood, General Plant Manager
Cumberland Local Shop, Chessie System

Jim Combs, Business Manager
International Brotherhood of Electrical Workers

David Young, Chair
Allegany County Local Advisory Council

Stan Zorick, President
Western Maryland Central Labor Council

# COUNTY CONNECTIONS

## Baltimore City

Chairperson

Bernard Berkowitz, President
Baltimore Economic Development Corporation (BEDCO)

Other Participants

Woodrow McCutchen, MBDA Project Manager
Control Data Business Centers, Inc.

Euscibio Inocencio
Associate Dean of Occupational Programs
Community College of Baltimore

Lloyd M. Alston, Assistant Superintendent
Division of Vocational Education
Baltimore City Public Schools

## CRACKER-BARREL SESSIONS

Franklin and Berkley Rooms

Table 1: Legislative Concerns

(Purpose is to gather information to generate a legislative package for the State Legislature.)

Facilitators: Michael Morton, Executive Director
State Advisory Council on Vocational Education

Donald Maley, Chairperson
SACVE

Table 2: Industrial Training Programs and the Link to State Economic Development Efforts

Facilitator: Ray Adcock
State Department of Economic and Community Programs

Table 3: A Model for Quick Response to Business/Industry Training Needs (Operation Quick Start)

Facilitator: Joseph P. DeSantis, Specialist
Postsecondary and Adult Education
Division of Vocational-Technical Education
State Department of Education

Table 4: Employment Information Systems

Facilitators: Dennis S. Bartow
Prince George's Community College
Maureen O'Brien
Essex Community College
Ingrid Heroy
INFORM

CRACKER-BARREL SESSIONS

Franklin and Berkley Rooms

Table 5: Entrepreneurship for Displaced Adults

Facilitator: Peggy Zelinko
American Vocational Association

Table 6: Local Development Corporations; Building Partnerships

Facilitator: Ralph Lange
Prince George's Economic Development Corporation

Table 7: Community College Models for Improving Linkages with Economic Development

Facilitator: Henry Linck
Catonsville Community College
Carroll County Campus

Appendix B: Conference Evaluation

## CONFERENCE EVALUATION

Please complete the attached evaluation instrument prior to leaving the conference. I will be sending follow up surveys to participants whose questionnaires I do not receive today. Please be objective in your responses since your candor is most welcome. Rest assured that your anonymity will be maintained.

Participants who complete the evaluation will receive a copy of the conference proceedings. Projected publication date is Spring, 1984. Thank you in advance for your cooperation in evaluating the conference and for contributing to this event through your participation.

Angelo C. Gilli, Sr.
Conference Coordinator

## RATINGS: OVERALL CONFERENCE

I. To what extent did the conference provide useful information that led to the identification of important factors associated with the following topics?

| | Very Much | Much | Some | Little | Very Little |
|---|---|---|---|---|---|
| a. Concepts of Economic Development | ____ | ____ | ____ | ____ | ____ |
| b. Concepts of Vocational Education | ____ | ____ | ____ | ____ | ____ |
| c. How vocational education can contribute to economic development | ____ | ____ | ____ | ____ | ____ |
| d. Use and limitations of labor market projections in economic development | ____ | ____ | ____ | ____ | ____ |
| e. Use and limitations of labor market projections in vocational education | ____ | ____ | ____ | ____ | ____ |
| f. How vocational education can help the business/industry sector | ____ | ____ | ____ | ____ | ____ |
| g. Economic development as a statewide concern | ____ | ____ | ____ | ____ | ____ |
| h. Economic development as a county (regional) concern | ____ | ____ | ____ | ____ | ____ |
| II. To what extent did the conference as a whole provide guidelines and/or approaches that are usable to you in your present position? | ____ | ____ | ____ | ____ | ____ |

III. To what extent did the conference as a whole provide you with opportunities to exchange ideas and viewpoints on the conference theme with the following?

| | | | | | |
|---|---|---|---|---|---|
| a. LEA vocational directors | ____ | ____ | ____ | ____ | ____ |
| b. Economic development directors | ____ | ____ | ____ | ____ | ____ |
| c. Two year college vocational educators | ____ | ____ | ____ | ____ | ____ |
| d. Business/industrialists | ____ | ____ | ____ | ____ | ____ |
| e. State agency persons (Division of vocational-technical education, state advisory council on vocational education, state officials, and others) | ____ | ____ | ____ | ____ | ____ |

| | Very Much | Much | Some | Little | Very Little |
|---|---|---|---|---|---|
| IV. To what extent did you exchange ideas and viewpoints with others at each type of function listed below? | | | | | |
| a. Meals | ____ | ____ | ____ | ____ | ____ |
| b. Presentations | ____ | ____ | ____ | ____ | ____ |
| c. Panel presentations | ____ | ____ | ____ | ____ | ____ |
| d. Attitude adjustment and social hour | ____ | ____ | ____ | ____ | ____ |
| e. Conference off hours "on your own" | ____ | ____ | ____ | ____ | ____ |
| f. "Cracker Barrel" sessions | ____ | ____ | ____ | ____ | ____ |
| g. County connection presentations | ____ | ____ | ____ | ____ | ____ |

Please check the ones you attended:

_____ 1. Allegany/Garrett

_____ 2. Baltimore City

_____ 3. Montgomery

_____ 4. Washington/Hagerstown

_____ 5. Wicomico

| | | | | | |
|---|---|---|---|---|---|
| V. To what extent do you feel your time at the conference was well utilized? | ____ | ____ | ____ | ____ | ____ |

COMMENTS: (positive or negative-your candor is welcomed) _____

_____

_____

_____

_____

## RATINGS OF PRESENTATIONS

Please rate each of the presentations for the three qualities listed below in the spaces provided.

Qualities: The extent to which:

a) the speaker(s) followed the topic theme (adherence to topic);
b) your useful knowledge of the topic was expanded (gained useful knowledge);
c) you were able to exchange ideas on the topic (exchange of ideas).

The rating scale is:
5 = very much; 4 = much; 3 = some; 2 = little; 1 = very little; 0 = did not attend

| | Adherence to the Topic | Gained Useful Knowledge | Exchange of Ideas |
|---|---|---|---|
| 1. Economic Development: What It Is and Isn't | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 2. County Connections: a) Washington/Hagerstown | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| b) Montgomery | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| c) Wicomico | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 3. Role of Vocational Education in Economic Development: Points of View | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 4. Dinner Presentation: Relationships of State Government to Vocational Education and Economic Development | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 5. Problems in Planning for Specific Occupations | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 6. Panel: The Private Sector Perspective on Vocational Education as an Economic Development Tool | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 7. Economic Development and the Changing Work Force | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 8. County Connections: a) Allegany/Garrett | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| b) Baltimore City | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |
| 9. The portance of Secondary and Postsecondary Vocational Education to Maryland's Economic Development | 5 4 3 2 1 0 | 5 4 3 2 1 0 | 5 4 3 2 1 0 |

## TOPIC CHOICES FOR FUTURE CONFERENCES

Listed below are several possible topics for future statewide conferences sponsored by DVTE/MSDE. Please rate each of the topics as to your interest in having it included as a major theme in a future conference.

The rating scale is:
5 = very much; 4 = much; 3 = some; 2 = little; 1 = very little
Please circle one for each topic.

| | | | | | |
|---|---|---|---|---|---|
| A. Entrepreneurship and vocational education | 5 | 4 | 3 | 2 | 1 |
| B. Cooperation between secondary, postsecondary, and adult vocational education | 5 | 4 | 3 | 2 | 1 |
| C. A follow-up on "Connecting Vocational Education with Economic Development" | 5 | 4 | 3 | 2 | 1 |
| D. Establishment and utilization of rapid reaction training program units for adults | 5 | 4 | 3 | 2 | 1 |
| E. Connecting vocational education and JPTA | 5 | 4 | 3 | 2 | 1 |

Other topics of your choice (list below)

_____

_____

Appendix C: Cracker Barrel Sessions

CRACKER BARREL SESSIONS

by

Mary Ellen Kiss

Seven special topic areas were included in the Cracker Barrel Session. Each of the seven topics involved one or more facilitators/presentors. The major thrust of this session was to provide an informal atmosphere during which participants could gain information about two special interest areas. The topics included State Legislative Concerns, Industrial Training Programs and the Link to State Economic Development Efforts, A Model for Quick Response to Business/Industry Training Needs, Employment Information Systems, Entrepreneurship for Displaced Adults, Local Development Corporations: Building Partnerships, Community College Models for Improving Linkages with Economic Development.

Each facilitator was asked to a) provide an overview or briefing on the topic; b) promote interaction among the participants and c) compile a topic list of suggestions and ideas that were generated through the discussion. A brief description of each topic is provided in the following sections.

State Legislative Concerns

Michael Morton, Executive Director of SACVE and Dr. Donald Maley, Chairperson of the SACVE facilitated this topic. The primary purpose was to gather information from state administrators to generate a legislative package for the 1984 State Legislature. Nine areas were addressed. These included:

1) Continue State Categorical funding but not as a part of funding for basic aid to education.

2) Support SBCC request for increase in community college formula funds (i.e. State percentage of funding support). SBCC is not asking for categorical funding at this time.

3) Consider tax incentive for companies or vendors that donate equipment to schools.

4) Consider tax incentives for companies which provide entry level training, including participation in cooperative education programs.

5) Consider incentives for counties which utilize State categorical funding for local and State high priority needs.

6) Consider increasing community college share of federal funding.

7) Consider revising maintenance of effort requirement as it relates to State categorical funds, i.e. some counties find it difficult to meet the requirement but need the categorical funds.

8) Determine if federal fund matching requirement can be reduced for counties experiencing a drop in tax base as industry leaves.

9) Determine current applicability of child labor laws.

In ustrial Training Programs and the Link to State Economic Development Efforts

Ray Adcock, Director of Industrial Training Programs for the State Department of Economic and Community Development facilitated this session. The focus was to provide an overview of the State's

involvement with industrial training and to discuss areas in which secondary and postsecondary education could participate. Information about state economic development efforts and the importance of business/industry responsive training programs were also presented.

A Model for Quick Response to Business/Industry Training Needs

Joseph DeSantis who is with the Division of Vocational-Technical Education at the Maryland State Department of Education facilitated this session.

An overview of Operation Quick Start, a Georgia based program was provided. An outcome of the discussions was a recommendation that the State of Maryland must provide "up front money" directly to the local delivery systems if vocational-technical education is to play a major role in providing training to industry. The current Maryland model excludes vocational technical education while relying on private contractors to provide training and technical assistance. Anyone wishing further information on "Operation Quick Start" should contact Joe DeSantis at 301-659-2090.

Employment Information Systems

Three individuals representing three employment information system models facilitated this topic. Ingrid Heroid represented the State's INFORM system; Maureen O'Brien represented Essex Community College's Employment Training Information System. Each provided an overview of their systems' capabilities and a developmental history. The strengths and weaknesses of each system were discussed. An outcome of the discussions was concurrence that

employment information systems must be locally responsive. Further information about the systems can be obtained by contacting the facilitators.

Entrepreneurship for Displaced Adults

Peggy Zelinko who is with the American Vocational Association facilitated this session. Entrepreneurial training for the dislocated/displaced worker was presented as a relatively new concept in retraining efforts. A number of programs nationally have been initiated. In addition greater numbers of skills training programs are including entrepreneurship components. Owning a business is seen more and more as a viable occupational alternative for the dislocated worker. The discussion resulted in a recommendation that the State of Maryland should establish a priority to develop entrepreneurship components for inclusion in adult retraining programs.

Local Development Corporations: Building Partnerships

Ralph Lange who is with the city of Capitol Heights in Prince George's County facilitated this topic. He presented an overview of economic development issues relative to his municipality, the tie-ins with the County's Economic Development Corporation and ways in which his city promotes economic development. Community Development Block Grants (DCBG's) were discussed. This type of grant was seen as providing viable opportunities for vocational education to link with economic development efforts. The emphasis was on local responsiveness and coordination among agencies.

Community College Models for Improving Linkages with Economic Development

This topic was facilitated by Henry (Hank) Link who is with the Carroll County Campus of Catonsville Community College. An overview of a study that analyzed the extent to which community colleges interacted with economic development efforts was presented. The results of this analysis served as the basis for the discussion. One finding was that few community colleges had policies that focused on economic development linkages. Group participants concurred that community college planning policies should include economic development linkages and further, that community college's must initialize efforts to enter into collaborative arrangements with local economic development offices.